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STANDARDS AND MEASUREMENTS IN SPANISH

(Adapted from an article appearing in the *Bulletin of High Points*, New York, April, 1922.)

A decided step in the right direction was taken when in 1918 a set of minima was drawn up for all the modern languages taught in the high schools of the City of New York. These minima, besides making uniform the nature and the amount of subject matter taught in the several high schools, can be used as a basis for building up a battery of standard tests to measure achievement in the various languages.

WHY STANDARD TESTS ARE NECESSARY

A standard test may be defined as one which measures achievement in any given subject and is so constructed that in marking the test the personal or subjective element is completely removed or nearly so.

1. They help to definitize the work for both pupil and teacher.
2. The pupil is made conscious of a direct responsibility which he cannot evade.
3. They tend to establish a uniformity of purpose and effort throughout a department.
4. They make for more uniform promotions from one class to another.
5. The new classes as a result of these uniform promotions should present a more homogeneous grouping in at least the minimum essentials.
6. Without entering into a discussion here as to whether or not we can prognosticate linguistic ability, one thing is certain, and that is that the validity of a prognosis test can be checked only by the achievements of pupils as shown in a standard test. The great range and unreliability of teachers' marks hardly serve as a valid check for such prognosis tests.

WHAT THE TESTS OUGHT TO MEASURE

The standard achievement tests as used in the Spanish Department of the De Witt Clinton High School are designed to measure achievement in the following points:

1. Grammar phonema for terms 1, 2, 3, 4, and 5 as based on the syllabus of minima.

2. Vocabulary for terms 1, 2, 3, as based on the standard list devised by the New York Society for the Experimental Study of Education; for terms 4 and 5, as devised by the Spanish Department, DeWitt Clinton High School.
3. Idioms for terms 1, 2, 3, 4, and 5, devised by the Spanish Department, DeWitt Clinton High School.
4. Verbs for terms 1, 2, 3, 4, and 5.

VOCABULARY

A careful selection is made of the words appearing both in the standard list and the texts used. These words are made the basis of weekly vocabulary tests and the final standard test. Ten words are assigned daily. In assigning the new words the teacher may introduce the dictation element by sending a pupil to the back blackboard and dictating the words. The pupils at their seats will write the words on a piece of paper. The words on the board will be corrected and the pupils will make corrections from the board. These words are then transcribed into a notebook kept specially for that purpose. These words are used in complete Spanish sentences taken from the text. The following arrangement has been found successful:

Me llamo Juan Smith,
Clase de español, núm. 135,
Martes, 31 de Octubre de
mil novecientos veinte y dos

LECCIÓN I

la sala,	the room	grande,	big
dos,	two	la puerta,	the door
seis,	six	el techo,	the ceiling
el suelo,	the floor	sobre,	on, upon
alto,	high	la bandera,	the flag

FRASES

1. *La sala* es cómoda.
2. La sala tiene *dos* puertas.
3. La sala tiene *seis* ventanas.
4. *El suelo* es de madera.
5. La puerta es *alta*.
6. La sala es *grande*.
7. *La puerta* es de madera.
8. *El techo* es alto.
9. *Sobre* la mesa hay papeles.
10. Hay *banderas* por todas partes.

Ample drill is given on these words by reviewing them in the verb and idiom drill which will be described in this paper. On

Fridays a twenty-word test is given of words chosen at random from those assigned during the week. In giving the test the teacher dictates the English and the pupils write the Spanish equivalent, together with the definite article when a noun is given. This test will, therefore, not only measure achievement in vocabulary as such, but also in gender and the formation of the plural of nouns. In marking the weekly test the word is either all right or all wrong. The passing grade is 80 per cent. This is quite low, for classes very frequently average 90 per cent or over. In making the final examination, fifty words are chosen at random from the words given throughout the term.

VERBS

In addition to the weekly vocabulary tests, all classes are given a verb test. During the week definite verbs are assigned daily. A word or two concerning the treatment of the verbs might be in place. For convenience sake the work of the third-term classes will be selected. In this class, as in the others below it, there is a definite order of recitation. The order follows. The number indicates the recitation made by the pupil.

1. el infinitivo, el gerundio, el participio pasivo. 2. el presente de indicativo. 3. el presente de subjuntivo. 4. el imperfecto. 5. el pretérito. 6. los tiempos derivados (imperfect and future subjunctive). 7. el futuro. 8. el condicional. 9. el imperativo.

After the verb is thus recited in all its forms, the pupil, without being told, goes to the board and writes a synopsis in the person indicated by the teacher. Then follows an oral drill. Let us say the verbs for the day were *ser*, *estar*, *hacer*. The teacher will give sentences of the following nature to be translated:

I am a teacher.

He used to be a doctor.

We are here.

They were here.

It is cold.

It will be cold.

I am sorry he is sick

They are glad we are good.

I am sorry it is cold.

Let us do it.

He did it.

We have done it.

In administering the weekly verb test, the same procedure is followed as that given for the vocabulary test. The teacher will dictate the English form, as for example: I go, they used to go, they went, going, he has gone, etc., etc., the pupils writing the corresponding form in Spanish. Here too, the form is either all right

or all wrong, and the passing grade is 80 per cent. Fifty English forms to be translated from English into Spanish are given on the final examination.

IDIOMS

A committee of teachers in the department selected from the texts used a set of practical idioms for terms 1, 2, 3, 4, and 5. These idioms are assigned and are kept in a special notebook. The idioms are constantly reviewed in connection with the verb drill. Another effective way to review the idioms is to place on a card an English sentence in which the English version of the idiom is contained. In constructing these sentences, care is taken to base the sentences on the standard vocabulary for that term. Thus the triple objective of reviewing idioms, verbs and vocabulary is attained. Each teacher is provided with a set of cards covering all the idioms for the prescribed term. These sentences may be translated orally or the teacher may distribute the cards and the pupils write the translation on the board. Short tests are given at frequent intervals. On the final examination twenty-five idioms are given. Here again the English is given and the pupils give the corresponding form in Spanish. Specimen tests follow:

I. VOCABULARY TEST:

NAME	No. OF SPANISH CLASS.....
Spanish Department	DeWitt Clinton High School
Uniform Final Vocabulary Test	Date

BE SURE TO WRITE ON THIS PAPER. Write the Spanish alongside each English word. Give the exact Spanish translation for the English word or words. Write the masculine form of the adjective.

Sunday	easy
Tuesday	a language
Thursday	in order to
Saturday	to work
second	the friends
fourth	also
sixth	intelligent
to call	to open
the favors	the lessons
to answer	but
fifteen	the questions
to permit	the natives
the voice	the door
the voices	the proverb
the pencils	thirty
fifty	the window
the trolley	white
the church	the wood
the factory	the color
small	the paper
we	three

the cities
the inhabitant
the mayor
the store
(Voc. I-1)

five
seven
nine
ten
(Voc. I-1)

DIRECTIONS FOR MARKING

The passing grade in this test is 80 per cent. Mark the form all right or all wrong. Deduct $\frac{1}{2}$ per cent for each of the first ten errors, and $\frac{1}{4}$ per cent for each error thereafter.

II. VERB TEST:

NAME	No. OF SPANISH CLASS.....
Spanish Department	DeWitt Clinton High School
Uniform Final Verb Test	Date

BE SURE TO WRITE ON THIS PAPER. Write the Spanish alongside each English form. Do NOT translate the word or words in parentheses. You stands for the polite singular form. Do NOT use PRONOUNS.

They study	I repeat
we live	they repeat
he eats	he repeats
they close	I correct
they return	he corrects
I count	I put
I make	he puts
we make	I bring
I get up	we bring
he sits down	Bring
we get up	Put
they sit down	they play
I say	we play
they tell	he sleeps
he understands	we sleep
Translate	I go to bed
I hear	he goes to bed
he hears	we go to bed
we hear	Read (plural)
he sees	Repeat
we see	Write
he smells	Tell
I begin	Speak
we begin	Study
they hear	Continue
(Verb I-1)	(Verb I-1)

DIRECTIONS FOR MARKING

Passing grade 80 per cent. Mark form all right or all wrong. Deduct 1 per cent for each of the first ten errors, and $\frac{1}{2}$ per cent for each error thereafter.

III. GRAMMAR-IDIOM TEST:

Spanish Department	DeWitt Clinton High School
Final Uniform Examination	SPANISH ONE May 1922
I. 50 word vocabulary test— $12\frac{1}{2}$ credits.	
II. 50 forms—verb test—25 credits.	

III (25)

Translate into Spanish the italicized word or words. Arrange your answers in COLUMNS. BE SURE that your answers are so numbered that they correspond to the numbers on the question paper.

- | | |
|-----------------------------------|--------------------------------------|
| 1. El <i>pupil's</i> libro. | 14. <i>We like</i> el libro. |
| 2. La <i>pupil's</i> libro. | 15. <i>She likes</i> los libros. |
| 3. Los <i>pupils'</i> libro. | 16. El libro <i>good</i> . |
| 4. <i>My</i> professor. | 17. La escuela <i>green</i> . |
| 5. <i>Our</i> escuela. | 18. La alumna <i>English</i> . |
| 6. <i>His</i> profesores. | 19. La camisa <i>blue</i> . |
| 7. <i>Her</i> profesores. | 20. Las camisas <i>blue</i> . |
| 8. <i>Their</i> escuela. | 21. El <i>first</i> libro. |
| 9. Hablo <i>to the</i> alumno. | 22. Veo <i>the</i> hombre. |
| 10. El <i>is</i> en la escuela. | 23. Veo <i>the</i> alumna. |
| 11. El <i>is</i> un alumno bueno. | 24. Habla bien, <i>¿does he not?</i> |
| 12. <i>I like</i> el libro. | 25. <i>Bread</i> es necesario. |
| 13. <i>He likes</i> el libro. | |

Translate into Spanish :

IV (37½)

- | | |
|------------------------------|------------------------------|
| 1. I learn to speak Spanish. | 14. We are hungry. |
| 2. He is going to speak. | 15. They are thirsty. |
| 3. I know how to speak. | 16. He is cold. |
| 4. They speak aloud. | 17. I am very warm. |
| 5. Our name is Brown. | 18. What time is it? |
| 6. I ask a question. | 19. It is one o'clock. |
| 7. I translate into English. | 20. It is two o'clock. |
| 8. I leave the school. | 21. It is half past three. |
| 9. We attend school. | 22. It is a quarter of four. |
| 10. You enter the school. | 23. Pay attention. |
| 11. He has a headache. | 24. You are right. |
| 12. We are standing. | 25. He is at home. |
| 13. They begin to speak. | |

DIRECTIONS FOR MARKING QUESTION III.

Passing grade 60 per cent. Mark the form all right or all wrong.

QUESTION IV.

Passing grade 60 per cent. Mark the form all right or all wrong. The only exception being the deduction of ½ per cent for each missing accent, but no more credit is to be deducted than that given the entire form.

In conclusion it may be said that these tests are still in the experimental stage. The perfect test or nearly perfect test is still to be devised and can only be evolved after much experience and experimentation. We find that our latest tests are without question better than our first attempt. However, the experience we have had with these tests justifies the time we have given them.

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